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## **Prominent Factors Frustrating Trainees in Teacher Education Colleges: The Case of Jimma and Nekemte Teachers Colleges in Oromia**

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**Abstract:** This research was designed to identify factors that were frustrating to teacher trainees. Six categories of factors were selected. These were categories related to students, instructors, courses, assessment, facilities and administrative services. The subjects were taken from Jimma and Nekemte Teachers College in Oromia Regional State. Data-gathering instruments were rating scale and open-ended questions developed by the researcher. The data were analyzed using mean scores and raw scores. The findings revealed that the three most frustrating categories of factors were those related to teachers, assessment and facilities. Further analysis of the factors in each category showed a large number of factors to be frustrating to the trainees. Finally, based on the findings, suggestions to minimize the frustrating factors were forwarded.

### **Introduction**

Educational authorities (Wright as cited in Hailom, 1997; Yalew, 2004) argued that academic, professional and personal qualities of teachers are the major indicators of quality of teaching and learning process in an educational system. As indicated by Darling-Hammond as cited in UNICEF (2000), academic and professional maturity of teachers is determined by the manner of their training during teacher training programs. This is because in the training program the trainees are, for the first time, exposed to the basic concepts, principles and practices of the teaching profession. They also acquire the knowledge, attitude and skill desirable for the profession. Hence, teacher training programs are crucial processes (Koul, 1996; and MOE, 2002).

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However, such programs are not free from problems. There are a number of academic and non-academic factors that can frustrate teacher trainees in the course of their training. These factors are related to the trainees themselves, teacher educators, courses, assessment process, educational facilities and others. In this research, only factors related to students, teachers, courses, assessment and evaluation, facilities, and administrative services were considered. The selection of these categories of factors and the specific factor in each category was based on the researcher's personal observations and experiences.

The factors related to the trainees may include lack of study skill, lack of time management skill, lack of smooth relationship with other fellow trainees and teachers, anxiety, addiction, love, dissatisfaction with field of study, dissatisfaction with the profession and health. These factors frustrate students in their academic career.

The factors related to teachers may include inadequate professional skills, poor subject mastery, improper/unfair evaluation and lack of interest to help students. Other similar factors also include the teachers' lack of interest in their profession, punctuality, and respect for students. Behaviors of teachers who deny students the opportunity to participate in learning are frustrating to the students. Literature (Fuller, 1987; Mcneil and Wiles 1990; UNICEF, 2000; MOE, 2002) also indicated that teachers who are poor in their academic, professional and personal qualities are said to be associated with students' low academic performances.

Factors related to course may include poor quality of course material, scarcity of course materials, incompatibility of course content load with given instructional time, irrelevance of the contents and inappropriateness of difficulty level of the contents. It is obvious that the courses with these and other similar problems are definitely frustrating. That is why many authors (Koul, Murugan and Geeta, 2001; Chaudhary and Srinivason, 1995; Mishra, Chaudhary, and Koul, 1995) underlined that courses should be prepared in line with the principles of psychology and pedagogy.

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Factors related to assessment and evaluation involve low validity and reliability of the assessment instruments, lack of security of tests, poor test preparation, inappropriate test administration, delay or absence of feedback, lack of critical assessment of students' work, unfair grading and lack of transparency. Principally, according to Koul (1996) and Gronlund (1990), an assessment should be free of these and other similar faults to generate reliable information and bring about improvement in students' learning and instructions. Otherwise, it will turn out to be frustrating for students who experience such inappropriate assessment processes.

The factors related to facilities involve lack of course materials (modules), reference materials and manuals, and lack of laboratory apparatus and chemicals. According to Moses in Arikewuyo (1999) and UNICEF (2000), educational facilities are the basis for the effectiveness of teaching learning processes and students' academic success in schools. Hence, as argued by Willms as cited in UNICEF, (2000), a school environment with the scarce of facilities may be frustrating for students in their academic career. This may lead them to low academic performance.

To conduct quality teacher training program, one has to make sure that the frustrating effect of these factors on the trainees are kept at a minimum level. It is also important to periodically assess the prevalence and relative degree of frustration of trainees by these factors in a teacher training program.

In Ethiopian context, experiences show that these factors are nowadays the typical characteristics of the education system in general and of the higher learning institutions that train teachers in particular. Hence, it is not difficult to imagine the extent of frustration teacher trainees by these factors in their training programs. Besides, there are studies (Yallew, 1995; Mulugeta, 1997; Fantaw as cited in Mulugeta, 1997; Seime, 1998; Tsige, 2001; Habte as cited in Tsige, 2001) that documented the high degree of prevalence of some of these frustrating factors in higher institutions.

However, identifying these factors is not sufficient. It is also essential to identify the relative degree of frustration these factors cause to the trainees. No study conducted in the local context has assessed this. Hence, the purpose of this research is to identify factors that are most frustrating for teacher trainees in Jimma and Nekemte Teachers Colleges in Oromia Regional state.

### **Research Questions**

This study was designed to answer the following questions:

1. Which of the factors considered in this study are the most frustrating to trainees?
2. Which factors are the most frustrating in each category?
3. Are there factors that frustrate the teacher trainees other than the factors considered in the present study?

### **Research Methodology**

#### **Population and Sample**

The subjects involved in this study were 357 trainees (186 males and 171 females) sampled from 5509 trainees registered in the regular and evening programs of Jimma and Nekemte Teachers Education Colleges in Oromia Region. Out of the total population 2723 (1392 males and 1331 females) were from Jimma Teachers College. The remaining 2786 (1428 males and 1358 females) were from Nekemte Teachers College. Out of the population of Jimma Teachers College, 176 subjects (91 males and 85 females) were sampled, whereas 181 (95 males and 86 females) were the respondents sampled from Nekemte Teachers College. They were drawn from all the streams (language, social science, natural science and mathematics streams) in the colleges. Except the trainees who in 2004/2005 joined the batch from preparatory program, the remaining respondents were grade ten complete. The study covered students from year I to year III in the two

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teachers colleges. The sample size was determined on the basis of a table developed by Krejcie and Morgan as cited in Koul and Bhatt, (2001) for determining a sample size. Out of the 357 sampled subjects, 244 (124 males and 120 females) provided complete information.

Complete lists of the population in each college were obtained from the colleges in advance. The sampling methods were stratified and simple random sampling. The stratification was done in terms of stream, year of stay, college, achievement, program, and sex. In each stratum the number of subjects sampled was determined by the proportion the students in the population. Finally, simple random sampling was employed to obtain the desired sample size.

### **Instruments**

The instrument used in this study was primarily a rating scale. Six rating scales of 5 points each were developed by the researcher to gather the desired data about the six categories of factors. The categories include factors related to students, teachers, courses, assessment and evaluation, facilities, and administrative services. Each scale had 3 blank spaces for the trainees to add 3 more factors. The instruments were translated into Afan Oromo by an expert because the trainees were Afan Oromo speakers. The translated scales were given to another native of Afan Oromo speaker to check whether or not the English and the Afan Oromo versions convey the same information.

The internal consistency of the scale as measured by split half method were 0.50 0.93 and 0.70 for the scales dealing with factors related to students, instructors and courses respectively. Furthermore, split half method internal consistencies of 0.91, 0.89 and 0.86 were obtained for scales measuring factors related to assessment and evaluation, facilities and administrative services respectively.

### **Data Gathering Procedures**

The data for this research were collected in June of the 2006 academic year. The rating scales were administered to the selected sample in each college. The respondents chose to complete the questionnaire in the afternoon as they had classes in the mornings. The administration of the questionnaire to the evening students was done in the evening. The researcher administered the questionnaire with two instructors of the two colleges. In addition to the attempt made to give clear written directions in the scales, verbal clarifications were given by the researcher during the administration. To increase the validity of the research data, the respondents were given free spaces in the scales to add other factors they thought worth considering.

### **Method of Data Analysis**

The analysis of the data used in this research was based on both quantitative and qualitative methods. The statistical methods were the sum of row rating scores and mean. The sums were obtained by adding the rating scores of all the respondents to each factor in each category. The comparison of the extent of frustration caused by categories of factors was based on the rating mean scores of the respondents while the comparison of the extent of frustration caused by factors in each category of factors was based on the sum of the raw rating scores. Three factors with top three scores or mean scores were considered for the convenience of the analysis. Hence, in this study, the factors with the top three rating scores or mean scores were considered to be the most frustrating. However, in taking remedial actions one can go down the list step by step as ranked by the result of this research, with first priority given to the top three. The qualitative method was used for analyzing the additional factors listed by the respondents.

## Data Analysis

### The Prominence of the Categories of Factors

**Table1: Comparison of means ( $\bar{X}$ ) of ratings**

| No | Factors                           | X     | Nf | $\bar{X}$ |
|----|-----------------------------------|-------|----|-----------|
| 1  | Factors related to facilities     | 5623  | 10 | 562.3     |
| 2  | Factors related to administration | 3890  | 8  | 486.3     |
| 3  | Factors related to assessment     | 7775  | 16 | 485.9     |
| 4  | Factors related to instructors    | 10349 | 26 | 398.0     |
| 5  | Factors related to courses        | 1566  | 4  | 391.5     |
| 6  | Factors related to students       | 2703  | 10 | 270.3     |

*X = The total sum of raw rating scores for each category of factors, Nf = The number of factors in each category*

Table 1 presents the rating mean scores of the selected sample of students from Jimma and Nekemte Teachers Colleges in the six categories of factors arranged from highest to lowest. As can clearly be observed from Table 1, the rating mean scores of the factors related to facilities, administration, and assessment have the top three mean scores. Out of the six categories of factors, factors related to teachers are by far the highest ( $\bar{X} = 562.3$ ). This is followed by factors related to administration ( $\bar{X} = 486.3$ ) and assessment ( $\bar{X} = 485.9$ ). There is very little difference between the last two categories of factors.

**Table 2: Factors related to Students**

| No | Factors                                              | X   |
|----|------------------------------------------------------|-----|
| 1  | Lack of skill of how to use time effectively         | 405 |
| 2  | Lack of awareness about the use of time              | 400 |
| 3  | Lack of study Skills                                 | 371 |
| 4  | Anxiety                                              | 355 |
| 5  | Unhealthy interpersonal relationship with classmates | 267 |
| 6  | Irrelevance of subject area of training              | 255 |
| 7  | Health problem                                       | 221 |
| 8  | Love                                                 | 200 |
| 9  | Negative attitude to the teaching profession         | 172 |
| 10 | Addiction                                            | 57  |

*N =244, X = the sum of raw rating scores for each factor in each category of factors*

Table 2 depicts that of the ten factors related to students. The sampled trainees rated lack of the skill of using time effectively, lack of awareness about the use of time, and lack of study skills as the three top frustrating factors (X= 405, 400, and 371 respectively).



**Table 3: Factors related to Instructors**

| No | Factors                                                                                                    | X   |
|----|------------------------------------------------------------------------------------------------------------|-----|
| 1  | Instructors not supporting instruction with teaching materials & concrete examples                         | 542 |
| 2  | Instructors not giving me the opportunity to evaluate daily lessons                                        | 540 |
| 3  | Instructors not checking my understanding and supporting me during instructions                            | 484 |
| 4  | Instructors keeping me at distance and their lack of interest to support me in my academic problems        | 482 |
| 5  | Unfairness of grading by Instructors                                                                       | 469 |
| 6  | Lack of end of lessons assessment by teachers to check our understanding of the lessons                    | 466 |
| 7  | Instructors not coming to classes regularly                                                                | 453 |
| 8  | Instructors not relating the current lesson with previous one before starting a new lesson                 | 443 |
| 9  | Instructors inability to assess our prior knowledge of a new topic before starting discussions             | 443 |
| 10 | Lack of activities that enhance my skills of applying what I learned theoretically.                        | 438 |
| 11 | Lack of proper review of the previous lesson before every new lesson by the teachers                       | 435 |
| 12 | Lack of punctuality of instructors to come to and to leave classes                                         | 410 |
| 13 | Instructors undermining me                                                                                 | 408 |
| 14 | Instructors not telling the main points of lessons at the end of lessons                                   | 406 |
| 15 | Lack of proper preparation of instructions before coming to classes                                        | 385 |
| 16 | Lack of instructors' activities (class works, home works exercises etc.) that deepen my understanding      | 384 |
| 17 | Biases of the teachers against low achieving students and denying academic supports                        | 376 |
| 18 | Lack of proper introduction of topic of every new lesson before beginning discussions                      | 362 |
| 19 | Lack of clarity of teachers' explanations during lessons                                                   | 361 |
| 20 | Teachers inability to adjust difficulty of lesson contents to my ability                                   | 352 |
| 21 | Lack of Instructors' deep understanding of their subject areas                                             | 325 |
| 22 | Lack of Instructors' interest in teaching                                                                  | 313 |
| 23 | Instructors not giving me/denying me the opportunity to ask questions about my doubts or misunderstandings | 312 |
| 24 | Instructors' changing temper                                                                               | 310 |
| 25 | Gender discrimination by teachers in giving supports                                                       | 268 |
| 26 | Instructors not involving me in instructional processes                                                    | 182 |

*NB The items from 1-16 are related to the professional skills while those from 17-26 are related to professional ethics N =244*

As shown in Table 3, out of the twenty six factors related to instructors, instructors did not supporting the instruction with teaching materials and/or concrete examples they did not also give trainees students the opportunity to give opinions on the quality of lessons at the end of each lesson. Furthermore, instructors did not check students' understanding and supporting them during instructions were given, the highest rating scores.

**Table 4: Comparison between Factors Related to the Instructors' Professional and Academic Abilities and Professional Ethics**

| Factors                                                               | X    | N <sub>f</sub> | $\bar{X}$ |
|-----------------------------------------------------------------------|------|----------------|-----------|
| Factors related to instructor ethical issues                          | 4365 | 10             | 436.5     |
| Factors related to teachers professional skills and subject knowledge | 5984 | 16             | 374.0     |

*X = the total sum of raw rating score for each category of factors related to instructors pedagogical skills and their professional ethics, N<sub>f</sub> = The number of factors in each category,  $\bar{X}$  = Mean*

Table 4 shows that the mean ( $\bar{X} = 436.5$ ) of the rating of the factors related to instructors' professional ethics is by far higher than that of the factors related to their academic and professional skills. ( $\bar{X} = 374.0$ )

**Table 5: Factors related to Courses**

| N0 | Factors                                                                                                                                 | X   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1  | Content and work load (activities, assignments, projects) of the courses are beyond their credit hours and the capacity of the students | 616 |
| 2  | Absence of effective course outlines and proper introduction                                                                            | 442 |
| 3  | Irrelevance of some contents of the courses                                                                                             | 300 |
| 4  | Irrelevance and unattractiveness of some courses                                                                                        | 208 |

*N = 244*

Out of the four factors related to courses, the contents and work load, absence of effective course outlines and proper introduction to courses, and irrelevance of some contents of the courses have the first three highest rating scores ( $X = 616, 442$  and  $300$  respectively) as shown in Table 5.

**Table 6: Factors related to Assessment**

| No | Factors                                                                                                                            | X   |
|----|------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1  | The absence of clear assessment criteria for exercises, assignments, and projects that can help me learn from my mistakes          | 725 |
| 2  | The delay of feedback on examinations, assignments, and projects to check my progress                                              | 718 |
| 3  | Absence of transparency on how assessment data are processed and grades given                                                      | 715 |
| 4  | Absence of the opportunity to ask questions and get answers regarding how grading is done                                          | 663 |
| 5  | Delay of feedback on how assessment data are processed and grades given                                                            | 644 |
| 6  | Lack of teachers' advice and support after students fail examinations, assignments or project. Work                                | 553 |
| 7  | Inability of the items in examinations, assignments and projects to discriminate between low achieving and high achieving students | 479 |
| 8  | Activities, assignments, and projects given beyond my capacity                                                                     | 459 |
| 9  | Lack of clear directions in assignments and projects.                                                                              | 428 |
| 10 | The inclusion of several items/questions in examinations                                                                           | 415 |
| 11 | Lack of representativeness of the items/questions in examinations                                                                  | 400 |
| 12 | Teachers administering of tests and examinations without any preior information about the presence of examinations                 | 382 |
| 13 | Lack of comprehensiveness & depth in examinations, activities, assignments, and projects                                           | 347 |
| 14 | Irrelevance of the course works (activities, assignments, and projects) to the objectives of the courses                           | 313 |
| 15 | Lack of clear directions in examinations                                                                                           | 305 |
| 16 | Teachers' reproach when students fail in examination, assignments or projects.                                                     | 290 |

$N = 244$

As can be seen from Table 6, the absence of clear assessment criteria or answer keys for examinations, assignments, and projects; the delay of feedback on examinations, assignments, and projects and the absence of transparency on how assessment data were processed and grades were given have been identified as the first three highest factors ( $X = 725, 718,$  and  $715$  respectively) by the sampled trainees.

**Table 7: Factors related to Facilities**

| No | Factors                                                                                          | X   |
|----|--------------------------------------------------------------------------------------------------|-----|
| 1  | Lack of modules for courses                                                                      | 834 |
| 2  | Lack of reference materials in Afan Oromo to do activities, exercises, assignments, and projects | 780 |
| 3  | Lack of reference materials in English and Amharic.                                              | 688 |
| 4  | Lack of teaching aids                                                                            | 559 |
| 5  | Scarcity of lab apparatus                                                                        | 510 |
| 6  | Lack of sitting space in the library                                                             | 551 |
| 7  | Scarcity of chemicals in laboratories                                                            | 499 |
| 8  | Lack of clear manuals for lab activities                                                         | 458 |
| 9  | Large number of students in one class                                                            | 419 |
| 10 | Scarcity of seats in the classrooms                                                              | 325 |

$N = 244$

The ten factors related to facilities ranked by the raters in the manner observed in Table 7. Lack of modules for the courses, lack of reference materials in Afan Oromo to do assignments and projects, and lack of reference materials to do assignments and projects received the first three highest rating scores ( $X = 834, 780,$  and  $688$  respectively).

**Table 8: Factors related to Administrative services**

| <b>NO</b> | <b>Factors</b>                                                                                            | <b>X</b> |
|-----------|-----------------------------------------------------------------------------------------------------------|----------|
| 1         | Lack of counseling services                                                                               | 655      |
| 2         | Inadequacy of recreational centers                                                                        | 610      |
| 3         | Insufficient information from the registrar's office about the training programs and academic regulations | 550      |
| 4         | Inadequate services in the office of student dean                                                         | 523      |
| 5         | Inadequate and inappropriate treatment by the registrar's office                                          | 474      |
| 6         | Insufficient services in record office of the colleges                                                    | 437      |
| 7         | Inadequate services in the post office                                                                    | 291      |

*N* =244

As Table 8 indicates, out of the seven factors related to administrative services, the raters have assigned the highest score ( $X=655$ ) to lack of counseling services, followed by inadequacy of recreational centers ( $X=610$ ) and insufficient information from the registrar office on the training programs and academic regulations ( $X=550$ ).

### **Qualitative Analysis**

The respondents listed in the spaces given in the questionnaire 167 factors related to the categories of factors considered in this research. Out of these factors, the ones reported below by categories were noted to be the most frustrating factors to the trainees.

#### **Factors Related to Trainees**

- Lack of financial support from my parents

#### **Factors Related to Instructors**

- Many make up classes and assignments towards the end of semesters;
- Failure to finish courses on the part of the instructors;and
- Instructors' lack of enthusiasm in teaching.

**Factors Related to Courses**

- Repetition of course contents in different modules of the same course;
- Poor quality of course modules;
- Absence of Mathematics course as a common course; and
- Presence of too many courses.

**Factors Related to Assessment and Evaluation**

- Giving grades without properly assessing students work; and
- Assignment has no any value for subject mastery.

**Factors Related to Facility**

- Lack of appropriate study place in the campus of the colleges; and
- Lack of lab technicians and hence absence of lab practices.

**Factors Related to Administrative Services**

- Residing outside of the college in private rooms;
- Inadequate payment and high cost of living;
- Inadequate services in the clinic;
- Unsatisfactory responses to our questions; and
- Attributing our questions to political issues without our intention, and threatening us.

As can be observed from the above lists in the category of factors related to instructors, the most frequently cited factor was lack of support. In the category of factors related to instructors, the most frequently cited factors were: make up classes and assignments towards the end of the semester, failure to cover portions of courses, and teachers' lack of enthusiasm. In the category of factors related to courses, the most frequently cited factors were repetition of course contents in different modules of the same course, poor quality of course modules, absence of Mathematics Course as a common course, and the presence of too many courses. In the category of factors related to assessment and evaluation, the most frequently cited factors were:

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giving grades without properly assessing students' work and irrelevance of assignments for subject mastery. In the category of factors related to facilities, the most frequently cited factors were lack of appropriate study place in the campuses of the colleges, and the absence of lab technician and hence absence of lab practices. In the category of factors related to administrative services: students residing outside of the college in private rooms, inadequate payment and high cost of living, inadequate services in clinics, and unsatisfactory responses to students' questions were most frequently cited.

As can be seen from the list above, some of these problems were shared by the trainees of both colleges while others were specific to just one of the colleges.

## **Discussions**

### **Prominence of the Categories of Factors**

Out of the six categories of factors selected for this study, the respondents rated facilities, administrative services, and assessment to be the three most frustrating factors. In order to create a conducive learning environment and accurately deliver the desired information to the students and bring about the desired behavioral changes (knowledge, skills and attitude) to them, the trainees need to be provided with facilities necessary for their academic activities. There should be adequate educational facilities so that the trainees can be at ease to attend classes and do exercises, assignment, and projects. This view is substantiated by authors like Moses as cited in Arikewuyo, (1999) and UNICEF (2000), in their argument in support of educational facilities as the basis for the effectiveness of teaching learning processes and trainees' academic success in schools.

Administrative services like timely provision of adequate academic facilities in instructional classroom, in the library, in the laboratory and efficient services in supportive sections like cafeteria, dormitory, clinic and registrar office play vital roles in facilitating trainees' academic activities in an educational institution. Hence, one can imagine how frustrating the academic environment characterized by inadequacy of these crucial administrative services is for students. It can hinder them from performing to the best of their potential to achieve the level they desire. This result is in agreement with the result reported by Tsige (2001). Tsige noted the inadequacy of accommodation (poor housing conditions, inadequate electric light, and poor meal) and financial support were the most pressing problems that hindered the trainees of Addis Ababa Commercial College (especially those who came from other regional states) from fully concentrating on their academic work. Similarly, Yalew (1995) found that lack of adequate facilities and poor health services were the major causes of student attrition in Bahir Dar University. Arikewuyo (1999) also identified that the inadequacy of medical and health, guidance and counseling bursary, sport and recreational services were problems faced by students in a Nigerian University.

Further, in order to generate accurate information about the status of trainees' achievement and provide them with timely academic support, instructor need to have skills of conducting valid and reliable assessment of students' learning accompanied by immediate feedback (Brown and Knight, 1994; Gronlund, 1990). Generally, as noted by Fuller (1987); Seime (1998); Mcneil and Wiles (1990); UNICEF (2000); and MOE (2002), in an academic environment where there are no adequate educational facilities, effective and efficient administrative services, and valid and appropriate student assessment, it is difficult to think of students' academic success. These were the most pressing problems faced by the teacher trainees in the two colleges under investigation.



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## **Relative Prominence of Factors in each Category of Factors**

### **Factors Related to Trainees**

Out of the ten factors selected to be related to students, the respondents rated lack of skill to use time effectively, lack of awareness about the use of time, and lack of study skill to be the three most frustrating for them in their training. This is explained by the fact that trainees who are not capable of budgeting their time to do academic activities, those who are not aware of the importance of time, and those who do not have the skills of undertaking their academic studies in a fruitful ways cannot achieve the desired academic success. On the contrary several authors (Sherman, 1984; Maring and Burns, 1988; Murugan, 1994) found that students who are versatile in these skills are usually associated with high academic performances.

### **Factors Related to Instructors**

Of the twenty six instructor-related factors considered in this study, lack of the practices of supporting instruction with teaching aids and concrete examples, absence of opportunity for the students to evaluate the qualities of every lesson, and lack of the practice of checking trainees' understanding and supporting them during instructions were rated by the sampled trainees to be the three factors most frustrating for them in their academic career. Basically, an academic environment where teaching learning process was not supported by appropriate teaching aids; where the learners were not given the opportunity to evaluate the effectiveness of every lesson and give feedback that helps teachers improve next lesson and where the teacher does not check students learning progress during the instruction, fruitful learning of students is inconceivable. These were the most burning problems of teacher trainees in Jimma and Nekemte Teachers Colleges. Moreover, the data in Table 4 indicated that, compared to problems related to professional skills, lack of ethical behavior of the teachers was felt by the trainees to be more frustrating in the two colleges.

### **Factors Related to Course**

The incompatibility of content and work load with the credit hours of the courses and capacity of the trainees; the absence of course outlines and proper course introduction; and irrelevance of the contents of some courses were found to be the three most frustrating factors for the trainees of the two colleges under investigation. As several authors (e.g. Chaudhary and Srinivason, 1995; Mishra, Chaudhary, Koul, 1995; Koul, Murugan, Geeta, 2001; ETP, 2004) argued, in designing a course, one needs to make sure that its content load is compatible with the given instructional time. It is also important to make sure that the contents are selected and organized in line with the interest and ability of the learners. Provision of clear course outlines that give the students clear description of the course is also another useful feature to be considered. From this it is clear that in a training program based on the courses that are not designed and developed in line with sound principles of psychology and pedagogy, students may be forced to work beyond their capacity. This means that trainees do not have time to master the subjects and acquire the skill needed in their future occupation. The present finding in connection with improper course and work load of courses confirms earlier findings by Yalew (1995).

### **Factors Related to Student Assessment**

The respondents rated the absence of clear criteria to assess activities, exercises, assignments, and projects; the delay of feedback on examinations, assignments, and projects; and the absence of transparency regarding how assessment data are processed and grades are assigned as the three most frustrating factors. According to Brown & Knight (1994), criteria for assessing activities, exercises, assignments, and projects and immediate and fair feedback; and transparency are some of the most important components of an assessment process.

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**Factors Related to Facilities**

Lack of modules for the courses, lack of reference materials in Afan Oromo, in English and in Amharic were identified as the three most frustrating factors to the respondents in the training programme. In institutions of higher learning students depend on the course materials like modules and textbooks and other reference materials to do learning activities and enrich their classroom experiences. In support of this view, Fuller (1987) found a strong positive relationship between quality and availability of instructional materials and academic achievement. The shortage of course materials and reference materials can seriously hamper academic endeavors of the students. The result of this study also confirms this.

**Factors related to Administrative Services**

Lack of counseling services; inadequacy of recreational centers; and insufficient of information from the registrar office on the training programs and academic regulations are the three most frustrating Administrative service-related factors.

There are a number of academic, social, and vocational problems faced by the students in the school/college campus beginning from enrolment (UNESCO, 1999). The main device to alleviate these problems is guidance and counseling service. Academic guidance and counseling is concerned with problems directly related to curriculum and learning of the students. This means that the students are directed, counseled, and advised on various aspects of academic matters. In this regard, the success of the two colleges considered in this study is not encouraging.

Recreation is a mechanism through which people restore their exhausted physical and mental energy. Hence, any normal human being needs to recreate and refresh after work, especially, after a hard mental work for effective subsequent performances. So, students should have appropriate recreational places/centers to recreate and restore their lost energy. Such centers are especially needed in the higher learning institutions where trainees/trainees utilize high mental energy.

The information pertaining to registration dates, procedures, academic calendar and the types of programs provided are important pieces of information the new and/or senior students need to know at the beginning of new academic semester, Arikewuyo (1999) found that the inadequacy of guidance and counseling and sport and recreational services were problems faced by students in a Nigerian University. The finding of this study also confirmed that such services are either lacking or available at an inadequate level in the colleges.

### **Summary**

This study was conducted with the aim of identifying factors that were most frustrating to teacher trainees in their trainings. Accordingly, the prominence of the selected six categories of factors and the prominence of the factors in each category were analyzed in terms of the frustration they caused to regular and evening teacher trainees of Jimma and Nekemte Teachers Colleges.

The data were analyzed on the basis of the following questions.

- Which of the selected categories of factors are the most frustrating?
- Which of the selected factors in each category are the most frustrating ones?
- Are there any other factors most frustrating to the teacher trainees in addition to the six factors considered in this study?

The data analysis was done on the basis of the data obtained from 244 samples of respondents. The stratified sampling technique was used to obtain the sample. The instruments used to gather the data were six rating scales developed by the researcher. The data were analyzed using quantitative techniques, namely, raw scores and mean coupled with qualitative analysis of additional data from the analysis, the following results were obtained.

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- The categories of factors related to facilities, administrative services, and assessment were found to be the three most frustrating to the regular and evening teacher trainees of Jimma and Nekemte Teachers Colleges
  - In connection with factors related to students, lack of skill of how to effectively use time, lack of orientation on the use of time and lack of study skill were the three most frustrating factors to the students to succeed in their academic career in the colleges.
  - Factors related to instructors: the respondents said that their instructors' lack of practices to support instruction with teaching materials or concrete examples; their failure to give the students the opportunity to give opinions on the quality of lessons at the end of each lesson and their failure to check trainees' understanding together with the trainees' failure to support the trainees' during instructions are among the factors most frustrating to the trainees' in the two colleges in their academic career.
  - In connection with Compared to professional skills, unethical behavior of the instructors was noted to be among the most frustrating factors to the trainees in the two colleges
  - Factors related to courses; the incompatibility of content and work load with the credit hours of the courses and the capacity of the students, absence of effective course outlines and proper course introduction, irrelevance of the contents of some courses are the three most frustrating factors for the students of the two colleges under investigation.
  - Factors related to assessment, the absence of clear criteria to assess activities, exercises, assignments, and projects; the delay of feedback to examinations, assignments, and projects; and absence of transparency regarding how assessment data were processed and graded were the three most frustrating factors.
  - Factors related to facilities: lack of modules for the courses, lack of reference materials in Afan Oromo, in English and in Amharic were among the most frustrating factors to the trainees of the two colleges.
  - Factors related to counseling service, inadequacy of recreational centers; and insufficiently of information from the registrar; office on the training programs and academic regulations were noted to be the most frustrating factors related to administrative services.

## **Conclusion**

This study was conducted to identify factors that were most frustrating to teacher trainees in their training Colleges. From the analysis and summary of results, it is possible to conclude that the major problems hindering the teacher trainees from their academic success were mainly related to educational facilities, administrative services, and assessment processes. The specific factors mainly contributing to the failure of the trainees to succeed in their academic performances were lack of skill of how to use time effectively, lack of awareness about the use of time, lack of study skills, lack of the teachers' practice of supporting instructions with teaching aids lack of lesson evaluation by the students, lack of formative/continuous assessment during instructions and the incompatibility of content and work load of the courses with the capacity of the students were also among the factors. The absence of effective course outlines and proper course introduction at the beginning of courses, irrelevance of some contents of the courses and the absence of clear assessment criteria for activities, exercises, assignments, and projects were also noted as hindering factors. The delay of feedback to examinations, assignments, and projects; absence of transparency, scarcity of course modules, scarcity of reference materials lack of counseling services, inadequacy of recreational centers, and insufficiently of information from the registrar office about the training programs and academic regulations.

## **Suggestions**

- The administrative bodies of Jimma and Nekemte Teachers' Colleges should make adequate supply of educational facilities, improving administrative and academic assessment processes.
- The academic deans of the Colleges need to:
  - initiate and encourage their respective guidance and counseling service offices;

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- organize periodic training programs for the trainees with special focus on how to budget and use time, and develop help in study skills; and
  - organize workshops, seminars, and panel discussions for the instructors on the academic issues with the highest priority on practice of supporting instructions with teaching aids and relating the instructions to life experiences of the trainees. Issues related to the formulation and utilization of assessment criteria, provision of feedback to students course work, transparency of assessment processes, and professional code of ethics can also be focused on during the workshops/seminars. Likewise, end of semester evaluative meetings of the instructors with due focus on regularity of instructions and course coverage and extent of devotion of the instructors might also help improve the frustrating conditions.
  - The academic deans and stream heads of the colleges need to find ways of assessing and evaluating their courses with special focus on the compatibility of the content and workload of the courses with the credit hours and capacity of the trainees as well as the relevance of contents of courses. Besides, the stream heads need to urge their teachers to prepare clear course outlines and give proper course introduction at the beginning of each semester.
  - Furthermore, availability of the course modules and reference materials in the training medium, recreational services, health services, guidance and counseling services, laboratory, academic information provision, study spaces, and reactions should be given priority for improvement.
  - To alleviate problems related to residences and inadequate financial support, the Oromia Regional State needs to reconsider the decision that teacher trainees reside outside of the college campuses

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